

The Role of Effective Human Resource Management in Enhancing Teacher Performance, Student Success, and School Culture

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Abstract

In the academic context, human resource management has a major impact on educational outcomes through its influence on teaching staff as well as the student body and the general school ethos. Companies implementing effective human resource management adopt several key policies including workforce appraisal, a diverse work environment, training of employees, staff recruitment and selection and employee compensation. A supportive environment enables educators to give their best in their profession. Effective teaching significantly contributes to the academic outcomes of students and thus the employment of highly skilled teaching staff is of paramount importance and so it is imperative to have a teacher recruitment strategy. In this way, the recruitment of suitable staff members allows a school to hire the best possible people who have the qualities and skills required for their jobs. These staff members are also able to support the ethos of the school.

Effective HRM is also dependent on continuous professional development for staff members to keep abreast of changing trends and developments in their field. This also helps in enhancing their teaching skills. Continuous professional development significantly impacts on teachers' morale, skill and performance by increasing their confidence and enthusiasm at work. When teachers are given the opportunity to participate in collaborative and focused professional development, research has demonstrated that student involvement and academic achievement improve. Tailored HRM policies, in turn, contribute to a cycle of cause and effect where enhanced teaching quality is reinforced by the academic achievements of students.

Keywords: Employee compensation, teaching quality, teacher recruitment strategy, workforce appraisal, staff recruitment & selection

Introduction

When performance appraisal systems are well designed, they promote beneficial feedback processes that in turn foster reflection by teachers. Assessments that take into account a variety of educational outcomes and which involve peer review and student reaction aid in the development of a climate which is transparent and accountable. By doing this, a positive school atmosphere is encouraged which is vital to both retaining teachers and students succeeding. Institutions of learning with strong human resource practices in place are more likely to establish an environment of collaboration. Educators here feel valued and are provided with the support they need to reach their full potential, thus being more effective overall.

It is vital that HRM contributes to the fostering of a school atmosphere which is inclusive and fair to all. A school with a culture that values diversity provides its students with a rich educational experience. This is partly because of its diversity initiatives. These diversity initiatives, and the equitable hiring practices, are based on the idea that the school should respect differences. Diverse teaching staff in educational establishments help to increase the awareness of the school of the diverse background of its students. This understanding could increase the engagement of students and improve their learning results.

Human Resource Management in educational settings is important for contributing to the ethos of the institution and for the creation of a whole-school policy which prioritise pupil outcomes. When educational institutions take steps to bring their human resources management systems into line with their educational goals, they are better placed to create an environment in which teachers are given the opportunity to reach their full potential.

This environment also enhances student results and student satisfaction. Key considerations for educational leaders in shaping teaching and learning conditions through effective human resource management include the relationship between effective human resource management and student learning outcomes and the relationship between teacher performance and student learning outcomes. It is clear that high quality human resource management practices are fundamental to the success of educational establishments in guiding the progress of both their teaching staff and their students. The successful implementation of a Human Resources strategy is critical in order that a healthy educational environment is developed. This contributes to teachers having high motivation levels and better performing,

improving student performance and a positive school ethos. In institutions of learning human resource management involves a range of practices, primarily the selection and recruitment of staff, the staff development, appraisal and assessment of their work. These elements are critical in achieving harmony between education goals and the human resource functions of the establishment.

Staffing schools with quality teachers begins with the recruitment process. An effective staffing process for educational institutions entails not just recruiting high-calibre applicants but also identifying individuals whose values are consonant with those of the educational establishment. According to Allui and Sahni(2016) targeted recruitment procedures can result in a workforce which is more aligned to the school's mission, resulting in an overall performance improvement for the institution. Educators and the educational institution have a relationship based on shared principles which has significant implications for how committed and satisfied educators are with their work. This shared set of core principles has a direct impact on educators' job satisfaction and their commitment to their work. This in turn makes the educator more effective.

The selection process is critical in ensuring that the organisation selects the best person for the job. When choosing teachers, a rigorous process involves the use of tests and assessment procedures which measure not just a candidate's knowledge but also their teaching abilities and their capacity to interact with others. What is crucial is that school boards consider, when selecting staff, criteria which are in line with the school's educational objectives. As a result, staff chosen not only have the necessary academic qualifications, but also possess the appropriate cultural orientation. Research has demonstrated that such selection procedure has a positive effect on the school atmosphere. Research by Allui and Sahni (2016) found that effective selection processes benefit student learning outcomes through teachers displaying greater engagement and motivation when placed in roles they were suited for.

The training process is a major component of the overall employee relations of a school district and can affect teacher performance. The personal and professional development needs of teachers must be considered by relevant educational opportunities. Teachers need to continually be trained so they can make use of new teaching techniques and cater to changing pupil needs, as pointed out by Allui and Sahni (2016). By investing in professional development, teachers are able to

acquire the skills and knowledge they need, and as a result, they are able to take more responsibility for their own career paths. This investment in teacher skills leads to increased student motivation and better academic results.

This framework for human resource management requires continuous assessment of the efficiency of all educational activities to ensure that high standards of teaching and learning are maintained. Constructive evaluation processes have the ability to provide teachers with helpful feedback to help them improve. These processes can also promote teachers' professional development. Educators, as highlighted by Allui and Sahni (2016), gain significantly from reflective teaching practices which are developed by a comprehensive assessment method involving peer review, self-assessment, and feedback from administrators. By undertaking this self-evaluation process educational establishments can promote a culture of responsibility. Systems of performance evaluation for teachers can influence the entire school community. This, in turn, fosters a climate where the school staff collaborate with one another and focus on shared goals.

A comprehensive framework for human resource management within the education sector is provided by the interplay of training, performance evaluation, recruitment and selection. Allui and Sahni (2016) found that instructional technologies enhance student outcomes when used in harmony with teacher development and integrated into a school's curriculum, improving teaching. This in turn leads to a more positive school culture. Educational institutions can increase their effectiveness by prioritizing HRM practices which are aimed at attaining educational objectives.

By doing this, educational institutions can have a lasting and beneficial impact on their overall efficiency and productivity. The way an institution manages its human resources has a significant bearing on how teachers perform their duties and the quality of educational outcomes. Research has indicated that there is a link between good HR and enhanced teacher morale, increased job satisfaction and the opportunities available for the professional development of the staff. For instance, Nawaz et al. (2020) examined several case studies in educational establishments which had adopted successful HRM strategies, thus revealing a direct link between these HRM strategies and an improvement in teacher performance.

This motivation of teachers is achieved through the adoption of employee-oriented reward systems which have a direct impact on their work. One of the fundamental aspects of such employee oriented HRM policies is the employee motivation which

contributes significantly to teacher performance. In their study, Nawaz et al. discovered that,

The pandemic of 2020 highlighted how schools that employed structured appraisal methods experienced an increase in teacher motivation. Teachers who were valued and whose efforts were acknowledged were generally more effective in the classroom. The fact that staff were recognised in this way stimulated their personal interest in their work and their feeling of responsibility towards their pupils and the school as a whole.

Effective human resource management contributes to teacher job satisfaction, which in turn influences teacher performance. Organisations which encourage and enable employees, such as staff in a school, to be involved in decision making and which provide the kind of work environment which helps employees to do their jobs have been found to lead to higher job satisfaction among the workers. Researchers (Nawaz et al., 2020) documented an instance in which the job satisfaction of teachers increased after the introduction of flexible work schedules and supportive management. A culture of mutual support and trust in place led to a reduction in the rate at which teachers left their posts. This made it possible for the schools to benefit from retaining experienced staff who, in turn, helped students to do well.

Teachers benefit significantly from professional development opportunities which are put in place by good human resource practices. This is true for improving their skills and confidence. From a study by Nawaz et al., it has been observed that numerous individuals are eating their meals in their offices. Educational institutions which make training opportunities available to their teaching staffs in 2020 are helping to create a culture where teachers are committed to ongoing learning. This is also helping teachers to develop new skills. Human resource movements in educational institutions have been demonstrated to result in the adoption of better teaching practices, a deeper understanding of the curriculum and the ability of the teaching staff to cater for a range of student learning needs. Individual teachers gain a lot from such a comprehensive teacher development programme. This means that the overall quality of teaching in the school is improved as well.

In summary, the evidence presented by Nawaz et al. The year 2020 highlights the various consequences of the use of effective human resource management practices in relation to teacher efficiency. When schools provide teachers with

various forms of professional development and also promote job satisfaction, they can motivate teachers to perform at their very best. This can be achieved through implementing motivational strategies. This environment enables teachers to excel in their professions.

Focusing on human resource management techniques in a school system is likely to have a positive effect on staff performance as a result of the significant improvements to teacher productivity. This can result in better pupil results and a better school environment. Educational research has extensively investigated the link between the teaching done by teachers and the results of their students. This research has shown that there is a strong relationship and highlights the value of effective management of the skills and talents of staff. Improved pupil attainment results often stem from the better performance of their teachers which is frequently achieved by HRM methods which are targeted.

Studies by Mutiso and Kilika (2017) have found that effective HR practices in schools include professional development opportunities, performance appraisals and supportive leadership styles which all contribute to a teacher's classroom effectiveness. A tailored professional development plan can have a positive impact on the way teachers teach, according to researchers. Such training helps teachers in the areas in which they need improvement. Incorporating professional development opportunities allows teachers to improve their skills, enhancing their ability to keep students interested, stimulate critical thinking and to revise their teaching methods to suit different learners. By doing this, learners display enhanced motivation, an increased desire to take part, and higher grades.

In their research, Mutiso and Kilia (2017) stress that the evaluation process which performance is regularly checked, plays a vital role in the performance of academic institutions by encouraging staff and particularly teachers to be accountable for their work and for continuing to improve their work. If teachers receive constructive feedback about their teaching, along with regular opportunities to reflect on their methods, this can help them improve their performance in the classroom. In addition to improving the performance of instructors, peer coaching helps to create a classroom environment which is more dynamic and responds better to the educational needs of students.

Key among the factors affecting the effectiveness of human resource management in organisations are supportive leadership, the process of performance appraisal and professional development. Studies have shown that school environments that encourage teamwork and mutual aid amongst teachers enhance the sense of professional competence held by teachers. Administrative support helps school staff feel valued, which prompts them to be more innovative in their teaching methods and also to continuously develop their teaching skills. As a result, students' academic achievements are better.

A strong alignment between HR performance metrics and student outcomes is, as noted by Mutiso and Kilika (2017), vital. Institutions of learning can make informed strategic decisions with regard to professional development and resource deployment through use of data analysis to identify correlations between teaching practices and learning outcomes. By using this data-driven strategy teachers are improved and a loop of feedback is created which can be used to make the educational process better by addressing students' needs which will result in better academic results.

The research found that where effective HRM practices have been established, a high standards culture has been encouraged, which in turn impacts on student outcomes. The entire learning environment improves when teachers make themselves answerable for their students' progress and adopt the mindset that abilities can be developed. Effective teaching stimulates in pupils the qualities of resilience and aspiration. This encourages them to attain their full potential.

Research by Mutiso and Kilika in 2017 shows how educational outcomes for students are linked to how teachers are managed and the impact this has on teacher performance. Schools that foster a culture where staff are continuously developing their professional skills, where performance is regularly measured and accounted for, and where the school's managers provide supportive leadership will ultimately benefit from a more successful academic environment. The human resource management systems in educational institutions have a profound impact on the culture of these institutions which in turn has a considerable effect on student results and teacher efficiency. Schools with a positive culture share values, ethics, and principles which foster the best possible teaching methods and also encourage a sense of unity and cooperation between teaching staff. The authors, Malleck and

Kitula (2023), stress that the HRM is critical in the formation of the school culture that boosts engagement for both the students and the teachers.

A school's recruitment and selection procedures form a key component of its overall Human Resource Management (HRM) strategy which significantly influences the development of a positive school ethos. Institutions of learning should seek individuals who not only possess the qualifications and skills needed to educate students but also who share the ethos of the school. This helps to build a school environment where teaching staff feel valued and committed to their role at the school. It is crucial for the school's culture to align with teachers' values in order to create a supportive and cooperative working environment where educators are motivated to collaborate and introduce new ideas. While effective staff recruitment techniques help to foster a cohesive school culture, recruiting staff the wrong way can bring about a school culture which does not match the expectations of its employees.

Schools with effective human resource management systems have been shown to promote a school culture that fosters staff development and support. Teachers need continuous access to the resources and learning opportunities they require to improve their teaching methods and their own performance. Educators, the authors of a 2023 study say, are more likely to believe they are valued by their organisation if they are offered tailor-made training opportunities. As a result, organisational culture is more likely to be one where continuous development is anticipated. This is culture where growth and betterment are anticipated. The outcome is a more confident body of teachers whose attitude contributes positively to the school atmosphere. When teachers collaborate in professional learning communities, a trusting, respectful and collaborative culture develops.

Key performance indicators and associated performance targets have to be agreed upon by employees. As a result, performance can be effectively managed. Furthermore, there must be a process for the regular assessment of the performance of employees. A performance management process should ideally culminate in a formal annual assessment where all of an individual's performance criteria are reviewed. Effective teaching and learning is significantly enhanced when there are appraisal systems in place, according to Malleck and Kitula (2023). Such systems allow for effective teaching to be recognised and rewarded. When teachers are appreciated by their schools for their efforts, they are more likely to go that extra

mile. Their efforts are also noticed and appreciated by their community which makes them feel valued. Regular appraisal and assessment within a school culture helps teachers feel more responsible for their work. This leads teachers to seek to continuously improve their teaching. Unclear processes for staff performance can foster uncertainty and demotivation amongst teachers, ultimately affecting school morale.

It is also vital to acknowledge the contribution of human resource management in promoting inclusive organisational culture. Schools can create a culture where all individuals feel valued and respected by adopting human resource practices that promote diversity and diversity management. Research by Malleck and Kitula (2023) has found that diverse, inclusive school environments produce richer learning opportunities through increased pupil participation and a sense of belonging. Teachers who work in an inclusive school environment tend to be more satisfied with their jobs and more committed to them, which is reflected in their teaching. When there is a positive and supportive atmosphere in class, students are more likely to be motivated in their studies which in turn can result in better academic performance.

Effective human resource management is crucial for creating a healthy school environment which in turn helps to improve pupil and staff welfare. This environment is necessary for raising student attainment and teacher effectiveness. Educational institutions that implement effective human resources management (HRM) strategies are able to foster a positive, collaborative environment in which teachers feel valued and supported. The strategic deployment of human resources is essential in raising educational standards with a particular emphasis on the role of teachers and the school environment. According to research suggest that the adoption of strategic HRM techniques facilitates the development of a teaching and learning environment which is conducive to both quality teaching and learning. Optimising teacher effectiveness and engagement entails HRM strategies such as comprehensive staff training and performance appraisal systems along with effective methods of teacher recruitment and selection (Hargreaves, 2019).

Research by Kaçmaz and Serinkan in 2014 highlights how strategic human resource management is used effectively in international schools. Incorporated into their management practices are personnel policies that ensure the high priority accorded to teachers' skills and ongoing professional training at these institutions. Kaçmaz and Serinkan stress that the HRM strategies will have the effect of not

only improving the performance of teachers but also of enhancing the results achieved by students, through creating a more dynamic and motivated teaching staff. When applying strategic human resource management policies, international schools observe a rise in the job satisfaction of their teachers. Improved job satisfaction has been shown to lead to increased student engagement and academic success.

It has been stressed that a collaborative culture and communication channels that are resistant to noise are developed by the HR strategy. Institutions where staff are encouraged to participate in decision-making processes have been found to develop a rich and open culture. This is achieved through HRM strategies which promote collaboration between staff, bringing about shared values. These shared values and goals are central to the ethos of the school. Educators experience enhanced job satisfaction and increased autonomy over their work when they are involved in the development of educational policies, thus they are more effective in their work. Research suggest that educators' morale improves when educators participate in policy-making. The connection between staff autonomy and a positive school environment implies that a strategic approach to human resource management can lead to the use of a school's human resources to achieve better educational results.

The importance of performance management systems as noted by Kaçmaz and Serinkan cannot be overstated. The use of performance management systems by schools offers several advantages. These include the maintenance of high standards for teaching staff as well as the ongoing evaluation of teaching performance. Leaders in education can utilise data from the classroom to identify areas of teaching that are sub-par and improve them by training their teachers in those areas, ultimately leading to a better quality of learning. A structured approach to appraisal procedures may help to keep effective teachers in their posts by acknowledging and rewarding the contributions of the best performers; thereby reducing the high staff turnover rates which can cause disruption to pupil learning.

In conclusion it appears that combining the outcomes of the Kaçmaz and Serinkan studies with those of other investigations provides strong evidence that adopting an effective human resource strategy is crucial for creating effective educational institutions. Higher education institutions need to develop a long-term approach when implementing human resource management practices which are not just

focused on supporting operational processes but also enhancing academic excellence as a whole.

Transformative change can be fostered in schools by their educational mission, with the goal of improving the performance of teachers and the educational outcomes of students. A vibrant school culture is also cultivated that can adapt to the changing demands of 21st-century education as a result. Effective human resource practices within educational institutions are essential to improving educational standards, particularly in countries like Pakistan. A study conducted by Nawaz et al. in 2020 gives insight into how better HR in schools can result in better behaviour and results from pupils and teachers in educational establishments in Pakistan. Research here assesses how the approach to HR in schools can be tailored to meet Pakistan's unique educational needs which are defined by a wide range of socio-economic issues and educational inequalities within the country.

Continuous training and the upgrading of skills for teachers was observed to have a considerable impact on the teaching methods employed by them and, in the long run, on student results. To enhance teacher qualifications, educational institutions must allocate time and resources to in-service courses which would address the new curriculum requirements as well as the latest techniques in teaching. In Pakistan traditional learning methods are frequently used, resulting in students often lacking in curiosity and critical thinking abilities. When teachers are given professional development, a school encourages a climate in which teachers are more likely to improve their teaching methods, thereby leading to greater pupil attainment and teacher job satisfaction.

Researchers (Nawaz et al, 2020) investigated how performance management systems can lead to improvements in teaching standards. A fair assessment process, linked to training and career progression, allows staff to feel valued and involved in the process. School accountability systems are designed to reward the teachers that have performed exceptionally. Accountability systems for public schools not only force teachers to be accountable but also give a basis for the public schools to reward those teachers who are most successful. In their report, the authors point out that the regular evaluation of courses helps to foster a culture of quality in a department and its teaching staff. This is through promoting the principles of continuous improvement and academic honesty. Where educational

standards are frequently compromised, the processes are crucial in bringing about teaching of high standard and in accountability.

A key Human Resource Management practice in creating a positive school culture is the involvement of stakeholders. Research by Nawaz et al. (2020) has discovered that community involvement and the active participation of parents and local groups in the school typically lead to a stronger commitment to the educational establishment's objectives. This collaborative approach not only enhances the educational experience of students but also aids in addressing the local needs and unique challenges faced by schools in Pakistan. Driving school improvement requires collaboration with stakeholders including parents and the wider community, highlighting the importance of schools working in conjunction with others.

A lot of studies have investigated the complex relationships between educational facilities, Human Resource Management within schools and the attainment of students at their institutions. Research highlights the necessity of creating a helpful learning environment; it is argued that the school's facilities and how the school is organised can have a considerable impact on both teachers and students. Highly effective human resource management practices are only achieved in schools that possess good quality infrastructures. These infrastructures may either facilitate or hinder the management from successfully implementing their human resource management techniques.

Infrastructure which supports learning should not be limited to the physical attributes of the classroom including the layout, the equipment and the access to the materials but also the organisational structures including supportive leadership and collaborative working environments. The findings show that lack of proper infrastructure acts as a barrier to teacher motivation and engagement impacting teaching performance. An educational environment which is both supportive and adequately equipped allows for HRM policies, such as professional development and staff support systems, to flourish. In schools which place priority on teachers' infrastructure needs, educators are significantly more likely to engage in continuous professional development and also boost the quality of their teaching. Furthermore, job satisfaction levels are observed to be higher amongst these educators.

The infrastructure of a school can have a considerable effect on the academic achievements of students. When schools implement strategic human resources, they are able to match this infrastructure with the personnel needed, thereby creating a learning environment where the relationship between teachers and students is enhanced. This results in a more dynamic learning environment which in turn motivates students to reach their academic goals. Well-designed classrooms which make use of technology can promote teachers' ability to give instruction in the best possible way which in turn leads to an improvement in students' interest and test results.

The culture of a school is significantly influenced by the standard of its facilities and its personnel management. Cultivating a positive school culture that is founded on collaboration, respect and high expectations is reliant on HRM and infrastructure development, it has been stated. When schools and districts have effective human resource management policies in place, they are more likely to be able to create an inclusive learning environment that helps both teachers and students to reach their full potential. Facilitating staff interaction in schools that place a priority on human resource management can foster a sense of community among teachers. This is typically observed in schools that possess sufficient facilities. These facilities allow teachers to easily interact with one another. This helps to create a school community.

It is incumbent on educational policy makers to take into consideration the school infrastructure and its impact on academic performance when implementing improvements in the schools.. If educational institutions do not invest in their buildings and equipment, this could make it difficult for their personnel strategy to be successful, resulting in the school not achieving its targets.

To achieve a significant improvement in educational outcomes, consideration must be given to the relationships between the school's physical environment and the way teachers are managed. In accordance with Mutuku (2022), a supportive learning environment is crucial in the creation of a positive school culture and to the effective teaching and learning process. This relationship impacts not just immediate academic outcomes, but also the long-term viability of schools as

centres of excellence. For a school to achieve a high level of academic success, it must have in place the appropriate human resource management practices plus a good infrastructure.

A holistic approach to educational management is thus needed in order to continually improve the functioning of any educational institution. Teacher recruitment and selection are key components of educational administration and bear a significant impact on the quality of teaching staff which in turn affects student performance and the general ethos of the school. Key to successful recruitment and appointment processes are effective methods of recruitment and selection. These ensure the appointment of suitably qualified teachers who are able to teach and care for pupils. This is achieved through the selection of teachers with the necessary professional knowledge, skills and qualities.

Research by Atherton in 2018 gives an overview of the long-term effects of teacher recruitment on the success of schools. Research by Atherton suggests that schools which rigorously test candidates on both the qualifications they possess and their competences in practice appear to have a higher level of teacher quality. The explanation for this trend can be found in the alignment of an educator's skills with the needs of the students they work with. Utilizing targeted selection methods including competency-based interviews and judgement tests which involve hypothetical situations is a viable approach to ensuring that the chosen candidate has more than just teaching knowledge.

Atherton underlined the value of an open recruitment process which involves stakeholders right from the selection process. By including all sections of the workforce in the hiring process, the credibility of the employer with its employees is improved, as well as the feeling of community. Involvement in the selection process by present staff improves the chances of newly appointed teachers being backed and cooperating with one another. This leads to a collaborative attitude in the school, which helps to achieve both the satisfaction of teaching staff and the academic progress of students.

The consequences of effective personnel selection and recruitment can be felt long after the job offer has been made. Researchers have found that both on-going mentoring and thorough orientation procedures significantly impact both teacher performance and retention rates from the very start of a new teacher's employment. Teachers who are given thorough induction programmes are able to establish a

strong foundation in their roles, gaining increased confidence and effectiveness in the classroom. Novice teachers particularly require such kinds of practices in addressing the high rates of teacher turnover. These are typically linked to support which is inadequate and expectations which are unrealistic during the early stages of their careers.

The recruitment and admissions policies adopted by universities have a more far-reaching impact on student success. High quality teachers have a marked effect on the performance of students, especially in regions where education is highly valued. By appointing teachers with the right skills, the education they provide can be tailored to the specific needs of their pupils which in turn should increase the learning achieved and the interest shown by students. In areas where there are socio-economic difficulties, the effects of a teacher's quality are amplified because of the challenges that students from these areas may face. This is especially the case in schools located in these districts.

Effective recruitment and selection strategies can play a significant role in shaping the culture of a school. The school is committed to creating an atmosphere of high expectations where both students and staff are encouraged to be their best. In schools where recruiting staff who are culturally aware is given priority, the school environment is one which welcomes diversity and promotes its inclusion. The alignment also boosts staff morale; it fosters a classroom climate which promotes students' sense of self-worth and promotes a shared sense of identity, thus an approach to education is supported where everyone has an opportunity to be heard.

For schools to cultivate a high-performance culture, the study's results indicate that involvement from school leaders in HRM is necessary. By implementing strategies such as performance feedback and employee recognition, the educational institution can create a working environment that motivates teachers to continually update their teaching methods. Institutions which encourage and make their staff feel valued have a greater likelihood of staff participating in activities which improve teaching skills, resulting in students benefiting from better teaching.

Effective recruitment and selection processes in Human Resource Management are important, as indicated by academic research, along with supportive structures and staff development. A recent study has suggested that employing staff at a school

whose attitude and skill level is closely aligned with that school's overall philosophy can improve teaching standards. In addition to motivating teachers, a collective framework that encourages collaboration creates a common vision for all teachers. This unity in educational goals affects the entire school climate. A school's hiring process should be designed in such a way that it gives priority to the candidates who have strong teaching abilities and a genuine concern for the welfare of their students so as to create a healthy educational environment.

Human resources management, which is ongoing, has to be evaluated and refined continuously so as teacher performance can be sustained. Research suggests that an evidence-based strategy to HR management is necessary to inform strategic decisions regarding HR policy and practices. Performance data collected, monitored and evaluated by educational leaders will allow them to ascertain where improvements with HRM are required. As a result, educational institutions will be able to keep HRM initiatives relevant to the needs of both the pupils and the teaching staff. Through a continuous cycle of action and review, educational institutions can attain a considerable amount of improvement in the quality of their operations. As a consequence, students' achievements increase and schools' environments become more positive. In educational research there has been considerable interest shown in the comparison of the Human Resource practices of public and private educational institutions. This is especially true when considering the effect these practices have on school staff, the pupils and the general ethos of a school. Studies by Malleck and Kitula in 2023, carried out comprehensive case studies that bring to light the divergent human resource management techniques found in public and private educational institutions. These practices led to differing outcomes across various aspects of education.

Generally public sector schools must adhere to strict government rules and regulations and consequently the methods they use for human resource management will be relatively standardized and uniform. Research by Malleck and Kitula (2023) has shown that these schools make use of decentralized recruitment procedures; these can result in differing standards among teachers in various regions. It has been found that existing hiring procedures inadvertently often result in inequalities in educational standards. Consequently, student results suffer as a result. In addition, a public school's capacity to provide teachers with competitive

salaries and other benefits is restricted, and this can lead to difficulty in hiring and keeping experienced educators.

While universities and colleges are required to have a set recruitment and retention programme in place, independent schools can tailor make these to suit the needs of their school. According to Malleck and Kitula (2023), the private sector schools tend to have the more adaptable recruitment procedures in place. This allows them to recruit highly qualified teachers more quickly. These staff members can have the specialist skills or a teaching approach that is a little different. The ability of teachers to adapt enhances their performance. By doing so, they create a workplace conducive to personal and professional development. This situation in turn aids pupil participation and academic results.

Private schools often place greater emphasis on staff training with considerable provision made for ongoing professional development. Studies carried out by Malleck and Kitula in 2023 found that private schools tend to use a coaching model for staff development. This model involves experienced teachers mentoring newer members of staff. The coaching model leads to a collaborative working environment where there is a continuous drive for improvement. Research has found that investment in a teacher's education boosts school performance through the positive effects it has on staff morale and job satisfaction. The end result is teachers whose work has a positive effect on students' educational achievements.

There are considerable differences in the reward structures employed by these two industries. Private schools have more flexibility in their compensation packages than public schools, which are usually required to stick to a standardised pay scale. Private institutions can offer their employees benefits such as bonuses, extra pay for exceptional performance and a comprehensive benefits package. Researchers Malleck and Kitula note that merit pay in private schools not only prompts teachers to excel but also to create a positive school atmosphere marked by high expectations and accountability.

One key factor which distinguishes the culture of public schools from private schools is the integration of their human resource management strategies with the overall ethos of the school. Community participation and flexibility in decision-making are often hampered by the bureaucratic processes employed by public educational institutions. This can in turn have an adverse effect on teacher morale and also the overall academic achievements of pupils. Research by Malleck and Kitula (2023) reveal that private schools use decision-making processes and stakeholder involvement to promote organisational culture which is cohesive and supportive. The kind of school culture encourages both students and teachers to reach their highest potential. This results in a richer learning environment.

According to Anwar et al. (2020), the principles of GHRM advocate for human resource practices that not only address environmental sustainability but also enhance organizational culture in educational settings.

Given the context of GHRM impact on teaching staff, a study by Anwar et al. discovered that GHRM practices have an effect on employee performance. Research in 2009 and 2020 found that teachers' perceptions of their school's environmental responsibility correlate with their job satisfaction and turnover intentions. Teachers who believe that their school is environmentally responsible are more likely to be satisfied in their jobs and less likely to intend to leave their jobs. Not only does a Global Human Resources Management programme foster a positive school climate but it also has a significant impact on teacher retention - a critical factor in ensuring the stability and consistency of educational delivery which is necessary for students to achieve their full potential. Incorporating eco-friendly activities in schools promotes teachers to take the lead in environmental issues and adopt environmentally responsible practices themselves.

In addition to this, the research highlights the far-reaching effects of GHRM on the student's outcomes. When teachers feel happy with the working conditions that they have, they tend to make classes which are more stimulating for students. Anwar et al. (2020) note this. An environmentally conscious educational ethos can foster the development of students' awareness and understanding of sustainability issues, with the resultant positive impact on their academic achievement. Given that good human resource management in the workplace is a key to the effective functioning of a company, teachers may now be seen as company employees and

their human resource managed in the same way. It is evident then that the performance of a teacher has a direct impact on the outcome of the students they teach, such students being the products of their labour. This suggests the importance of good human resource management in educational settings.

Research has highlighted the significance of the interaction between Global Human Resource Management (GHRM) practices and overall organisational culture. Anwar et al. discuss this issue in more detail. Research suggests that, in the year 2020, General Human Resource Management (GHRM) helps businesses to pursue goals that are in line with the ecological awareness that people today desire. Institutions of learning that include these core values in their human resource management procedures find that there is greater collaboration among staff, more innovation in curriculum methods and a stronger sense of community among both students and teachers. A school or college that prioritises academic excellence as well as environmental and social duty may foster a more responsible society, as students become active members of their communities.

The study of General Human Resource Management in educational institutions is situated within the broader discourse of staff policies and human resource practices. Anwar, et al., (2002) undertook research into general human resource management in educational institutions. Investments by institutions in the field of sustainability offer a myriad of benefits. Through their examination of GHRM, they have shown that if educational goals are matched with green objectives, then schools are able to implement effective techniques which not only increase teacher performance but also enrich student learning and promote a robust school ethos which can adjust to meet future needs. Human Resource practices in educational settings have a considerable effect on teachers, pupils and the school's ethos. Research indicates that schools that employ a range of human resource management techniques including professional development schemes, recruitment techniques and appraisal systems are more likely to have teachers that are effective and pupils that achieve better results. Effective recruitment procedures, which concentrate on matching teacher skills to school objectives, not only increase teacher job satisfaction and retention, but also result in better educational outcomes for students. This is according to Ingersoll (2001) and Goldring et al. (2011).

Human resource management in educational institutions is concerned with more than just the best use of teachers. It influences the entire ethos of a school. Organizational cultures in educational institutions, featuring an inspiring vision, teamwork and the leadership provided by principals, have a beneficial effect on the students and their teachers.

It is recommended that educational institutions consider future Human Resource Management policy by taking a more strategic approach which takes into account teacher performance, school culture and student results. Current HRM practices must be adapted to link educational objectives with personnel management through data analysis; a combination of various personnel management systems including recruitment, career development, appraisal and the corporate culture should form this strategic plan. Greater HRM effectiveness can be achieved by ongoing evaluation coupled with meaningful engagement between the organization and its stakeholders, particularly involving teachers in the decision-making process. This in turn should promote greater commitment and bring HRM into line with the school's objectives.

The Human Resource Management must confront the systemic inequalities it perpetuates. Indeed, diverse student populations should have high-quality education opportunities by way of equitable professional development and recruitment opportunities, as pointed out by Darling-Hammond (2010). Proactively putting in place Human Resource Management policies that aim to reduce the disparities which exist in the resources, support and quality of teachers can have a positive effect on both the school climate and student success.

There is consensus among existing studies that the Human Resource practices used by schools have a significant effect on student results. If schools establish an environment which encourages the development of teachers, aids collaboration and tackles inequality, it can result in a considerable improvement in teacher performance, pupil results and school ethos. In the continually evolving educational world, Human Resource Management strategies need to continually be innovative and adaptable so as to highlight the relevance of human resources to the objective of schools in providing educational excellence.

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